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ABSTRACT

Reported are reviews of the Cornell-OEO Project in South Brooklyn by the family assistants--women who lived in the community and worked with the families served. The collection of statements are presented as they were dictated or written. When the statement was in Spanish it was translated to English. These statements of the family assistants indicate the benefits they felt they derived from the project as well as evaluating the effectiveness of the project from their point of view. (MS)

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EDUCATION

CORNELL OEO PROJECT:

AN EXPLORATION IN URBAN EXTENSION ACTIVITY

Supplementary Report No. 3

The CORNELL-OEO Project Through the Eyes of the Participants

Cornell - OEO Assistants and Project Staff

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THE CORNELL-OEO PROJECT
THROUGH THE EYES OF THE PARTICIPANTS

Cornell-OEO Family Assistants and Project Staff

A Publication of the
New York State College of Human Ecology,
a Statutory College of the State University
at Cornell University, Ithaca, New York

July, 1971

Editorial note: Family assistants and key staff worked together in the closing weeks of the project to prepare these statements. Some statements were dictated, others written in Spanish and translated. The content of the copy provided has not been changed. Editorial changes were limited to details of format.

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AN OVERVIEW OF THE CORNELL-OEO PROJECT IN SOUTH BROOKLYN

The Cornell-OEO Project in South Brooklyn, N.Y. was an attempt to develop and adapt the traditional methods of Cooperative Extension to serve better the needs of the urban poor. It was a demonstration project, undertaken jointly by the New York State College of Home Economics at Cornell University and the New York State Office of Economic Opportunity,[1] with a commitment to training, service, and evaluative research. It was funded by the New York State Legislature for a two and one-half year period, from November, 1968 through June, 1971.

The major goal of the project was to improve the competence of low-income homemakers in the areas of purchasing, budgeting, and home management. Additional goals were to improve the feelings of self-worth of these homemakers and other members of their families, to improve their ability to make use of various community services, and to mobilize some community activity to increase the range of services available. During the project, 38 women from the community were trained to be teaching homemakers and employed by the project as soon as their training was completed. The title they chose for themselves was "family assistant," and the range of their activities was considerably broader than that of teaching homemakers. In the later stages of the project a major goal became enhancement of the ability of the family assistants to take leadership roles in the community after the project was over. To this end they were given a final round of training in various human relations and leadership skills during the last six months of the project.

Physical Setting and Project Administration

The specific area served by the project includes roughly 60,000 people in and around two New York City public housing projects, Gowanus Houses and Wyckoff Gardens. The neighborhood is ethnically mixed, not in neatly balanced thirds as originally believed, but with about two-fifths of the families black, two fifths Puerto Rican (or Spanish-speaking), and the remainder from other ethnic groups. An apartment was rented in Wyckoff Gardens

[1] The names were subsequently changed to the New York State College of Human Ecology and the New York State Office of Community Affairs.

for use as a teaching and service facility, and also to provide office space for some staff members.

The first five months of the project were devoted mainly to working out administrative and facility arrangements and to recruiting key staff. The project director, Albert J. Harris, Jr., had been a program director at Colony House, the major community center in the project area. The training director, Miss Suzanne Matsen, had been an assistant professor in consumer education at the College. She moved to New York City in the late fall to initiate preparations for the project. The research director, Edward Ostrander, an associate professor at the College, remained in Ithaca where most members of the research staff were located. Other key staff included a research associate in Brooklyn and several group workers who supervised the activities of the family assistants.

Training and Service

The first group of 12 trainees was recruited in March, 1969. In a little over a year four groups or waves, each composed of eight to 12 women, were trained. Each wave participated in a half-day, eight-week course covering 168 hours of field and classroom training. The training content they covered included food and nutrition, child development, interior decoration, money management, family health, consumer protection, the family life cycle, and skills in working with families. The curriculum content and manner of presentation evolved from one wave to the next. Revisions were based on the suggestions of the trainees, initiative of the instructors, and availability of appropriate outside personnel.

Women who were graduated from the course were given the title, "family assistant." After graduation, family assistants visited community homes to work with families on a one-to-one basis. In the service phase, the family assistants' workweek was officially 20 hours. Twelve hours were to be spent working with families and the remaining eight hours devoted to in-service training. At first family assistants recruited their families by going door-to-door and explaining the project services. Once contact was made with families the urgency of some problems often resulted in involvement far exceeding the 12 hour workweek. It became evident from the outset that many of

the problems encountered by the family assistants were not narrowly related to home management and consumer education but encompassed the gamut of human problems including interpersonal relations, health, alcoholism, drugs, housing, and school and welfare issues.

Family assistants quickly found they could help alleviate many of these problems by telling the family which existing community agencies or resources might provide assistance. This expeditor role was a common one for family assistants to play early in the project history. In other cases the family assistant actually took people to an agency and sometimes assumed an advocacy role for the family in dealing with the agency.

In-service training activities for family assistants were extremely varied. Formal teaching, demonstrations, discussions, sensitivity training, and field trips were used to increase knowledge and develop skills in interpersonal relations. Some speakers were invited from New York City social service agencies and other content specialists came from Cornell. Occasionally the in-service training involved a continuing program, such as a workshop in sewing or furniture refinishing. Other in-service activity included Red Cross home health training that had implications for future employment.

The individual contact or one-to-one approach to families was retained throughout the project. Families continued to request service or continued to be contacted primarily through word-of-mouth communication. As the project matured additional activities were undertaken. Family assistants and staff organized into special interest committees on education, housing, and child care to actively participate with already functioning groups in the community to try to improve community resources and delivery of service. Family assistant members of this committee attended community meetings and reported back to the project staff.

Workshops also were held for the community residents in facilities provided by the project. Family assistants and staff taught sewing, furniture refinishing, and interior decorating to groups of community residents. The workshops for community groups extended the outreach of the project to new people who had not been contacted previously by family assistants. Project staff, including family assistants, participated in classroom panel discussions on the Cornell Campus several times during the course of the project.

Evaluative Research

The research component of the project had three major objectives: (1) to collect and interpret data useful to the project administration in revising training plans and priorities for service activities; (2) to maintain systematic records of project activities that could be used in later analysis of the project as a social enterprise--more specifically, as a venture in university-community cooperation; and (3) to assess the impact of the project on its Brooklyn staff, the families they served, and on the surrounding community.

The major obstacle to these goals was the intense distrust of all types of research activity by most of the paraprofessional members of the Brooklyn staff. Many family assistants freely voiced the suspicion that the Ithaca-based research staff had ulterior motives and would exploit them and the families with whom they worked. They expressed resentment over the long history of research reports that have highlighted derogatory information about minority groups. Such inquiries and reports are seen both as invasion of privacy and as exploitation of people in unfortunate circumstances. In the experience of the family assistants, research studies seldom if ever lead to any observable benefit to the subjects of research.

Two major approaches were used by the research staff in attempting to deal with this distrust. The first was an agreement that there would be no systematic attempt to collect research data outside project goals. Project research data would come through reports made by family assistants and records of Brooklyn training sessions and staff conferences. Any exception to this rule would be with the approval of the staff and participants. An early exception was made with the agreement of participants to enable a graduate student member of the research staff to collect data for her thesis.

The second major approach was a series of visits to Brooklyn by members of the Ithaca research staff, and a series of conferences and guided interviews in both Brooklyn and Ithaca with key members of the Brooklyn staff.

These approaches were successful in making possible the regular collection of research data throughout the life of the project; however they represented a compromise that was not very satisfactory to any of the parties

concerned. In particular, getting usable reports from the family assistants proved to be far more difficult than the research staff had expected. Nevertheless, the family assistants eventually made reports on most of their dealings with families, and the research staff developed a reasonably objective system for recording major problems faced by families and the major types of service given to them.

Research Findings

Probably the most important lesson learned was that the project actually could be carried out, including all three components of training, service, and evaluative research. The project has provided important evidence that it is indeed possible to adapt the traditional methods of Cooperative Extension to serve the needs of the urban poor. The project has also indicated that the major modification required is the employment of paid paraprofessionals to work with individuals and families on a one-to-one basis. Though this adds tremendously to the cost of extension work, it seems to be essential for comprehensive, family-oriented programs in poverty areas.

The research efforts of the project have shown once again the tremendous gulf that lies between the goals and assumptions of middle class academic people--including both those professionally trained in Cooperative Extension and those professionally trained in research--and the goals and assumptions of the urban poor and their developing community leaders. More importantly, perhaps, the project has shown that under favorable circumstances it is possible to reach a fair degree of mutual understanding, and to develop arrangements that make possible cooperative efforts toward the goals of each group. These arrangements are difficult to work out, and they require considerable modification of the initial assumptions of all groups concerned.

Lessons Learned

These "lessons" learned from the whole project experience seem more firmly established than any specific "research findings." The most important research finding is probably the discovery that families with a considerable number of pressing problems are unable to utilize help in the areas of home management and consumer education, even when this help is offered on a one-to-one basis. These families often did benefit from direct personal help by the family assistants. The commonest kinds of personal help were: taking

a family member to a medical clinic or social agency, serving as an interpreter to non-Spanish-speaking agency personnel, interceding for a family with welfare or educational authorities.

The impact of the Cornell-OEO Project proved very difficult to assess. It was most dramatic--although probably not lasting--on those individuals for whom family assistants provided direct personal help with some immediate pressing problem. It is likely that in many families there were more lasting results from the educational efforts of the family assistants--mainly in the areas of better purchasing practices and greater ability to make use of existing community services. It is difficult to document these results in the absence of a follow-up study.

The staff believes that the project has had a major impact on the self-image and social competence of the majority of family assistants employed in it, though this would be very difficult to document objectively. There is no doubt, however, that a number of family assistants have gone on to jobs involving more responsibility than any they had held before participating in the Cornell-OEO Project, and that others are playing more active roles in community affairs than they did previously. The enduring impact on the general South Brooklyn community can only be assessed in the years to come.

Introduction

The Cornell-OEO Project was primarily designed to provide low-income families with information and assistance in home management and consumer education. That assistance was provided through homemakers (family assistants) equipped with the necessary skills and techniques after project training. The project provided a cooperative experience involving the Community of South Brooklyn, the New York State Office for Community Affairs, and the College of Human Ecology at Cornell University.

Were project's objectives compatible to community needs? What impact did the total project have on the community? What has the project accomplished?

These questions and possibly more will be asked and answered in our final report. These questions will be viewed from many perspectives--project staff, research component and the college.

This supplementary report will review the Cornell-OEO Project through the eyes of the people who live in the community and worked with the families of South Brooklyn--our family assistants.

CORNELL - OEO PROJECT

SOUTH BROOKLYN STAFF

Albert Harris, Jr.

Director of Project

Suzanne Matsen

Assistant Director for Training and Service

Harold Jones

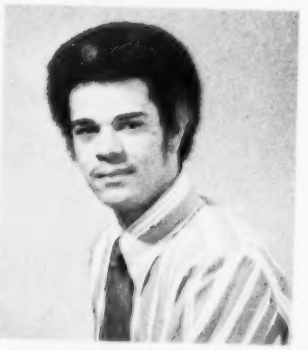
Assistant Director for Planning

Les Wright

Group Worker

Dorothy Small

Senior Research Associate



Glauco Castillo

Group Worker

Betty Shaw

Clerk

Barbara Taylor

Clerk-typist

FAMILY ASSISTANTS

Carmen Betty

Phyllis Morgenlander

Rosemary Colding

Ramona Rodriguez

Rosalie Waithe

Jean Sutherland

Annie Talley

Mary Williams

THE CORNELL-OEO PROJECT THROUGH THE EYES OF THE PARTICIPANTS

Maria Felicie Bess

Consumer Education and Home Management was a good idea and a very instructive program. I thought it lacked referral offices or a coordinator that would advise us to the places to which we could send the families, when they wanted advice or to child care and family relations. Overall it was a very informative program.

What distressed me most about the program was when we could not visit the families anymore, when the change came for us to train in the classroom.

Carmen Betty

As a Family Assistant my opinion of the Cornell-OEO project is that it was very interesting, particularly my involvement with families.

The eight weeks training was very good to me individually and as a Family Assistant, because it helped me to recognize which foods are most nutritional, it increased my ability to compare prices when shopping and I was able to pass this on to my families and thereby help them to become better consumers.

The lecture on baby care was very educational and I was able to pass this along to my families also.

I learned to sew and this was very good for me because I saved money by making my own drapes and it allowed me to do most of my families' sewing.

I feel that the project was good, but it could have been better. Most of my families were of the elderly age group and I was not always prepared to assist them as much as I would have wanted to. Most of my families had problems that called for action outside the home management and consumer education limits and I had to try to assist them with these. On occasions I had to act as a case worker and not as a family assistant.

I personally feel that the project would have been more effective if we had started with the leadership training first. The leadership training taught us things that would have been very effective tools in dealing with some of the people that we had to come in contact with. My personal gain from this project is that it broadened my knowledge of my community. Through my experiences I developed a greater understanding of the situations of those people who have to depend on the city for their well being.

Rose Colding

About the Training: Training was well planned but too short. It is impossible to learn about so many topics in such a short time. The only thing I learned from it was the value of a well-balanced diet and the need for better eating habits among the poor. I did learn many ways to fix the donated foods but, since the foods were discontinued shortly afterwards it seemed like rather a waste.

Personal Affects: I can't say that the program affected my personal life in any way. It did however make me aware of the many problems prevalant in South Brooklyn. Most of these problems incidentally, have no bearing on Consumer Education.

Affects of Program on Community and Families: The families my partner and I worked with were able to solve many problems with our help. If the training program had been longer our knowledge would have been greater and we could have been more effective in all areas.

Changes and Additions: Longer training period; More versatility.

Florence Enrique

I felt that the program has been quite an experience for all who participated. Much was learned especially in working with families.

The program was set up for the purpose of Consumer Education and Home Management but from our field work we discovered that there were other problems affecting this community also. First, finding an apartment has become very difficult because whatever good housing is available is usually too high priced for the families in this community to afford. I feel that people who are not from this community have come here and have taken up most of the good real estate and have worsened the housing shortage by charging high rents or by not renting at all.

The second problem is drug abuse. The narcotics situation in this community gets worse everyday. There were families that were interested in better managing their money, but others felt that they were doing well enough with that and were more interested in getting into livable quarters. Usually we were able to get action with most of our families' problems and many that we could not help ourselves were referred to other agencies.

I feel that any program that comes into a poverty area is helpful to the people, and although we are no longer considered to be a poverty area because of a rise of middle class people moving here, the program has been helpful.

This program helped this community because it hired people from this community to work with community residents. I don't know what will become of all our experiences and training after the project closes, since I believe most of the Family Assistants will go back to being housewives.

I feel that during the program there should have been some sort of training that would have enabled the FA's to find work with community agencies. For example it would have been helpful if the FA's would have had some training in office practice, learned to type, used adding machines, or some light bookkeeping. This would have been of some use. The FA's would have a better chance for employment if this had been done.

Some of the FA's will find work but since the economy is so bad, I don't think that enough of us will be able to work. Therefore what we have learned may soon be forgotten. The FA's will be remembered by those families that were helped in this community and there will be information exchanged even after the project is long gone.

Julia Fernandez

I felt the training was very good, it was helpful to me and my families. The effect of the program on myself? It was a helpful effect especially in budgeting my money on food, clothing, etc., and giving this information to the community residents. The effect of the program on the community? I think the program was an asset to the community, and the termination of the program will result in a great loss to the community.

Julia Gonzalez

This is my evaluation of the first phase of the Cornell-OEO Project. I found the 8 weeks training very instructive although I believe that it could have been better had it been more practical instead of theoretical. I found that I learned from it although when I went into the field I was unable to apply my knowlege of home management and consumer education because my families had other problems that they considered more important.

Problems with Narcotics, legal and personal concerns, and especially common were problems dealing with Housing and Health.

Since I am Puerto Rican, most of my families were also Spanish-speaking and had very pressing problems outside of consumer education and home management. I found that many of my families did not know how to travel about town because of their inability to communicate effectively.

In some of the social agencies I visited, there were Bi-lingual employees who denied that they spoke Spanish and would not assist us.

In the 2 years that I worked here, the major problem was with housing. There are not enough low-income housing units in this community.

Whatever there is, is usually out of reach of low-income families and welfare recipients.

Of the leadership training, I feel that it was very good and it would have helped us more had we had it at the beginning.

I think the project was good and what we need is more programs that will have broader functions.

Carmen Guadalupe

I found the 8 week training very good and I learned a lot from it, I think it should have been longer, because I'm certain that we would have all learned more.

I was able to pass most of the nutrition information to my families because most of them were aged and lived alone.

I also helped my families with other problems of theirs. Visiting clinics, shopping and personal concerns were usually common duties with my families. There were families that refused to help themselves and needed encouragement.

The field trips that we went on were also very good and I mostly enjoyed the trip to the co-op furniture store. The leadership training has turned out to be very good and I feel that we should have had it at the beginning of the project because the information taught to us is very helpful in dealing with people and agencies.

I think that the project has been good to this community and I hope that this will continue because this community has problems that need to be taken care of.

There are many problems that affect us, such as, Non-English speaking families as well as English speaking families, that didn't know where to get information and are usually in need of help with their Housing and Health problems.

Gloria Harewood

The eight weeks training was valuable to me because I learned many useful things through discussions from the other Family Assistants. The program could have been more valuable if it had catered to the families' needs. A program of consumer education and home management to people with more obvious problems is ridiculous. The people in the area needed a translator for evil and tricks used against them by agencies such as welfare, medicaid, doctor, merchants, etc. selling rotten foods. I also feel that the key staff should have been members from the community, this way maybe something could have been done that was valuable or helpful to the people of this area. Before any program comes into any community, it should find out what that community needs and try working around and solving some of that problem. For example, Cornell-CEO is a government agency and if a family is having problems with welfare, they should intervene and contact someone above welfare to get some justice for the individual. With all the problems the program had to begin with, the staff could have been instrumental because they did and was in the area for quite a while. The staff was in the area and saw many of the problems and knew of them, because we the Family Assistants told or showed it to them, and they could have done something about it, if their souls were in the area. The staff could have been more helpful, if they were altruistic.

Phyllis Morgenlander

Selection of Trainees:

People should have been selected on merit and community involvement and not on who you knew.

Training:

a. Eight weeks training. The training was very boring and did not really help me with any of my families. The only thing it did was to get me up to 185 Nevins, apt. 18E, at 9:00 A.M. five days a week. The way the training should have been, was to have the Leadership Training first, on Mon., Wed., Fri., and on Tues. and Thurs. we could have covered the consumer education and home management. Spanish should have been given in the early part of the training also. Maybe ten weeks could have been set aside instead of eight.

After graduation a Group Worker should have been selected from the trainees.

b. Leadership Training: I was in Mr. Wright's group and I must say I really enjoyed every minute of class.

The group setting in the leadership course gave us a good chance for an exchange of ideas and views which I felt was helpful.

My eyes were opened to really how to deal with people, how you can get things started and keep them going. I learned a great deal about my own abilities, what I am capable of doing and also my limitations.

Group Workers:

I have already stated how I feel the Group Worker should have been picked. I feel more supervision should have been done by them.

A grievance committee never would have been necessary if the Group Workers were used as a bridge between the Family Assistants and the staff. A planning committee should have been formed so that Family Assistants could get their ideas across and also discuss plans the staff had. I know that many unpleasant things would have been avoided.

Families:

The type of help that most of my families needed was not dealing so much with consumer education and home management but just living. The more middle class families that I worked with wanted to learn about making boxes and the four basic food groups.

I know this program was of some value for it helped place a little girl in a classroom where she can learn to the best of her ability.

Phyllis Morgenlander (continued)

In-Service Training:

Was a farce, the knowledge that was needed we never got. For no one knew the right person to get in touch with when trying to deal with various agencies. This time could have been better used in getting educated in welfare rights and how to get chain grocery stores to handle better quality foods. Of course, I realize that other topics such as health, child care, etc. if dealt in this way would have made this more effective.

My feelings:

I must admit that I did learn a great deal from this program. I have learned that when middle class people have problems they know just how to deal with them. They will know someone who can give them the information they need to get what they want. If on the other hand you are poor you really don't have a chance.

I feel that to limit a program to just consumer education when people need help in other areas is not the right thing to do.

To summarize my two years with Cornell-OEO it was quite an experience.

Janet Ocean

When I first heard about the program, I liked the idea or working with people (this is something I would like to do for the rest of my life).

From the training period I learned many things that I should have already known. Part of this program was a great blessing. We learned a lot about consumers, shopping for food and meat, vegetables, clothing, and furniture; we learned when to buy certain things, what to buy, how to buy, read labels, weights, pounds, and a great many things that would take too long to write. These things were great to learn, because as I learned myself, we were able to pass them on to the families we were working with.

I learned many things about low-cost meal planning that we helped families with, and also helped myself in the process. I was also able to help many people that we did not work with; this I liked very much, because then, I felt as if I was accomplishing something on my own. This made me feel great.

I must say we had a very good teacher, (at least I think so). Even though she was very shy in the beginning, after about a year the shell opened and she stepped out.

There were many problems but I do think we were able to solve them.

Our Director, Teacher and Group Workers were never too busy day or night to help us and our families, until our second group worker. I could not get close to him. As you know, the group worker is needed to help the Family Assistants and the families, but as far as I can understand he could not or would not relate. In this I could be wrong, but this is the way I feel. It seems to me that way.

I think a program of this kind is needed in this neighborhood for the poor working people. The things we were able to help them with were greatly appreciated because some were not getting along too well.

I also think it was great of our Director to give Christmas baskets to our families that we recommended. Some was so thankful they cried. Maybe our Director did not know of this, but we the Family Assistants knew.

I know we said we could have used a different program, and there were many things we were telling about we needed. I must say we had families that benefited from this program and I learned a tremendous amount of knowledge that I am most thankful for.

Janet Ocean (continued)

There were many things I think we could have used help with. For instance, we needed some one with knowledge about politics to teach us who to vote for, what we can do about our congressman when there is no help from him.

What we can do about the working mothers that has jobs, want to work, but have no place to leave their children, and why the Welfare mothers have all the breaks when they are already home with their children. These things I know do seem important, but when you live with the situation they are very important.

What can be done about the school in our neighborhood where most of the interested parents are working and can't help in the school and the teachers 75% of them just don't care.

There are so many little things I could go on and on and gripe about, but this doesn't belong on this paper.

Louise Reid

I enjoyed working in the Cornell-OEO program and I learned an awful lot. And with no exaggeration, I really did learn a lot and I still apply the things that I learned. The training, as a whole, was good. But there were some things that perhaps might have been done more in depth. In dealing with agencies, I feel that I wasn't too well informed about them and how to work with them. I normally use my own wits in dealing with things, and draw from personal experiences or the situation. But I felt that if I'd been just a little better trained, perhaps there were more things I could have alleviated--problems with families I worked with.

As far as the program here in the community, I feel that we had some impact around the community. I wish we could have reached more people. Perhaps one of the reasons that it didn't get to a lot of people was because we really don't have places to shop where you can get things reasonable. We don't have much choice and there are places where you can purchase things reasonably but they are at a distance.

Perhaps we could have gotten to more people if the Project had dealt more with the real problems. People have large problems with housing. And naturally, I think, the doors would have just swung open.

There were problems where people wanted to become employed and they didn't have people to watch their children; or there were people to watch them but they didn't feel comfortable about it and couldn't go to work with relaxed minds if the child wasn't safe, well fed, etc.

Then I don't know what could have been done about this one--it would have to be a different type of program. We have an acute drug problem. And I can't really come up with any suggestion about it but I can say that I do know there is a very serious problem with drugs. I wish there was some way of getting some programs in the neighborhood. I think that's another thing; people are concerned. We do have the little Consumer's store but people have qualms about it--that it's not really that expanded. And perhaps that could be because of lack of funds.

I am now working in the Cornell Nutrition Education program at Colony House. I had my regrets at leaving the Cornell-OEO program and going to the Nutrition program and when I first started there I was thankful that it was another job and that I wouldn't be left without a job. As it was, I was accustomed to the Cornell staff and people, and procedures, and then went into another setting.

But I adjusted to that and I am very happy in the new program and I like it very much. But I can say I gained a lot of confidence in

Louise Reid (continued)

myself because I am the type of person who doesn't have much confidence in myself. When I do go out now, except sometimes when I go to a new family, I do have quite a bit of confidence in my work with other people.

And I feel knowledgable. I feel like I really have something to offer and I am still learning about the Nutrition program. I think when you are going out to work someplace you really like to feel that you have a little something to offer and that you really know something. That you have answers--you don't always have to say, "I don't know," or something like that. And I have gained enough knowledge that I can say, "Well, I know thus-and so," and "This agency will help you if you go there," and I don't have to check. I have it in my head and it is a very good feeling.

As for programs coming into the neighborhood, I must be very truthful. It infuriates me that the well-to-do people just sit and write out things about what poor people want or need. I don't feel this is right because they've never been poor, many of them, so how are they going to tell me how it feels or "this is what I need or this is what I want?" I feel that if they are going to write proposals that concern me, they should come down and see for themselves how things actually are.

Another suggestion I have is to have someone who resides in the community, that is active and really knows what's going on and is needed in the community, sit there at the times things are being worked out, because it really gets next to you when someone tells you "this is what you want and this is what you need and this is the way to do it." I don't go along with that at all.

I feel that a lot of knowledge of the ghetto areas, of Black people, has been gained from books, magazines and newspapers. And those things are obsolete. We think differently today, we do things differently today, and I think that a lot of things that are offered to us are from an old school. But this is now. Times have really changed and other people, legislators, etc.--should change their thoughts also.

I also want to say something about the people working in the community. The jobs should go to the people in the community first--and not just the bottom of the ladder jobs. People from the outside come in and make the high salaries and this shouldn't be allowed. People are very resentful that outsiders are coming in with programs and make all that money when there are people in the community who need jobs and are qualified.

Louise Reid (continued)

Also jobs in programs should be better publicized to the entire community. Those that know about the jobs first tell their friends, and by the time others hear about it, the jobs are all taken. The people that really need the jobs don't get them and I think this is unfair.

Ramona Rodriguez

I. My first eight weeks training, I learned how to work as a family assistant. I was able to help on their problems and those that I could not do I referred to my group worker. I helped them on welfare problems, housing,medicaid, shopping, part-time jobs, etc.

II. My opinion is that on the next program to teach or in some way take them to P.T.A. meetings at the school so they can know better the teachers and see the work done by their children.

III. On Mr. Wright's Training I learned how to organize a group, how to conduct a meeting, the qualities of a good leader, how to behave and have a good character to work with the community.

IV. This project was of great help to the community. I was always prepared and ready to work but I am sorry this program is coming to an end; because there are a lot of people that need our help.

Shirley Skinner

I feel that the material that was taught in the 8 week training period was very helpful to me in working with my families. Much of the information that was presented helped me become a wiser consumer and I was able to pass this to the families that I worked with.

I learned how to select better furniture, what would be a good choice in buying furniture, and how to avoid bad contracts when buying. These are a few of the things that were really helpful to me and I feel that Cornell came into this community and really helped us gain something. I don't think any of us lost anything.

There were things that went wrong and should have been corrected. When we first started to work in the field we went in couples, after a while this was changed and we had to go out alone into dangerous buildings.

As far as getting along with other staff members is concerned, I felt that relations were good and the group leaders also helped me with my problems. The leadership training at first appeared to be a waste of time but as it went along I really enjoyed it and learned something from it.

Eugenia Soto

I feel that the eight week training was very helpful to me because it made me a better consumer. When conditions allowed, I was able to pass this on to my families, especially the information regarding the nutritional values of the foods that they usually bought.

The disappointment to me was that my families were not always willing to discuss the things that I learned in the eight week training because of other concerns of theirs.

With my families I got along very well and I tried to assist them with whatever concerned them most. Usually their main problems were housing, health, and welfare. I was not well prepared to deal with these kinds of problems, but they expected me to be able to do something about them. I found myself serving as a go-between with my families and agencies that concerned them for the purpose of clarifying or remedying a situation.

I feel that I would have been more effective as a family assistant if I would have received the leadership training at the beginning of the project instead of at the end. This would have helped me in better dealing with my families and their problems.

This community needs people that can help it with its major problems and although this project was not this broad, it was good in that it concerned itself.

I had never worked in this specific type of work before and it was something very new to me. It was very educational, I think, even though the training wasn't extensive enough for the type of job that we were called upon to do. I found out a lot about the neighborhood that I didn't know before. I learned better how to work with people and how to help people.

We found so many agencies that it was hard to believe that they were there. Most of the time they were not functional, or at least they were not relevant to the type of problems that we had. They were down on paper but when we went in it was a different story. But at least it was good to know that they are out there.

I think that much more time should have been spent on the type of training we needed. We should have had much more training on budgeting -- which is a very tough job even if you are doing it for yourself. And also how to get the people -- I think, get the confidence of people -- to work on it. It is very hard working with people dealing with their money. I think we should have had some kind of training in that area.

I think that on almost every point we should have spent more time, maybe not so much with cleaning and dealing with things like that because most people know how to do those kinds of jobs. But decorating, helping them pick out furniture and things like this -- teaching them how to go about buying furniture is needed. You should have spent a lot more time on this because you go around the neighborhood and find that a lot of people have been taken because they actually do not know what is a good piece of furniture and what is not.

They don't look for the things that, even after the training we had, we would look for. It should have been much more extensive.

I am now with the Nutrition Education program in the community. Going into this kind of a program from Cornell-OEO was marvelous. I think that it gave me an edge. I wasn't quite so nervous going in because I felt I knew a little about what the training was going to involve. I wasn't so frightened about going out in the neighborhood. Even though we are working with different families, I had had the experience of talking and visiting with people and I didn't feel new going out -- it wasn't the same type of excitement that the other girls had who hadn't dealt with people before. So I think that the training we had was very good -- maybe not for a different program than the Nutrition program though. And it would be nice if everyone could get a kind of preview of what's going to happen in the future.

I think the Cornell-OEO Project did make an impact on the community because there weren't too many places around that you could visit in this area of Brooklyn that you couldn't find someone who had heard

about Cornell-CEC. The name is very famous -- I don't know if they deserve it but it is!

There was an impact because we did get people to get out and to become involved in a lot of things that they wouldn't have gotten in before. So it was good, but the whole program could have been better.

It could have been better by thinking a little more before setting up the guidelines of the program. I don't care how you try to work around the guidelines, you are not going to be able to do what you could do, because, to me, the way the programs are set up, it's built-in failure. This is because, for the most part, it is not what the community needs. It's what they think the community needs, and once they make up their minds that this is what it's going to be, you don't have too much leeway to do the things that you know are needed.

So, the first problem was in the set up of the program. You have it and that's what you have to work with. I think that with the tools we were given, we did a good job -- but it could have been better.

I would like to say to anyone that is involved with getting out a program -- you may have all good intentions of doing something, but think twice about it and examine your motives for doing it and find out truly if really you want to help the people. Once you have done that, you come into the neighborhood -- not just for two days and walk around outside and see how many buildings are torn down. Get around to speak to people and talk to people that are involved in community affairs. Go to church some Sunday and meet people and talk to them and ask them questions about "What do you think your neighborhood needs?" And after you have done that, then make your evaluation and then come in if your program fits in with community needs. Don't make it the type of program that is not lenient enough to change if change is needed. Set up the type of program that you can change as you go along. And I think it would work.

Also, even the programs that are submitted by the people from the community and neighborhood don't always meet the needs. They write up the proposals but they are influenced by what they know Albany, the City, or whoever, will accept. So it's still not the type of program that you need. You are getting what they think this organization will accept.

Most of the jobs that come into the neighborhood are only publicized after the top positions are filled -- some of them by community people. Then the general public is informed that jobs are available and usually they are the hard work-low pay jobs that are open.

Jean Sutherland

I felt the Consumer Education and Home Management training I received in the program was good. I learned some things about nutrition that I was not aware of before coming into the program. It was good to know that foods I've eaten in the past are classified as nutritious in value, contrary to rumors. Information on credit and credit unions was most helpful as well as all of the other information that could be given to the community.

The effect of the program on myself as an individual was a very enlightening experience, it gave me a chance to work with people and discuss ideas. The program also helped me a great deal in expressing myself. The program had many effects on the community, one is the fact that community residents knew that there was a group of people that was able to sit down and listen to some of the community residents' problems.

I think it was a great help in itself, to also be able to take community residents to places where they could save money on foods, clothing, furniture, etc. My opinion of the program is a positive one, however, proposals that are written for the communities should be flexible enough to withstand changes as the community changes, and not be so rigid. I'm hopeful that programs of this nature can become a permanent part of the community instead of experimental.

Tamami Tabb

The training was useful to me but, my families did not benefit from the information as much as myself. I also felt that eight weeks was not enough training. I think it should have been a little longer. The impact of the program on myself? The program was helpful to me in the area of communicating with other community people. I also became aware of the different agencies in the community that could be of help to me. Impact of program on the community? I think the impact was fairly small considering the number of families in the community, however the families that were contacted did receive some help from the program.

Annie Talley

The training I received upon entering the Cornell-OEO Project was helpful. I learned a lot of things in those sessions such as cooking ideas, shopping ideas, and sewing ideas.

The effect of this program on myself as an individual was a very rewarding one. I enjoyed knowing that I was doing something to help the community in the area of Consumer Education and Home Management, the program has made me want to continue my efforts in doing as much as I can for people.

The effects of or impact of the program on the community? The program was not what the community needed at this particular point, however, it has brought or helped in bringing out some of the problems that we have to the surface and at this point, we as a community can arrange these problems in its correct order.

Sonia M. Velez

My evaluation of the program, for the past two and a half years is that the program was not geared to this community's need.

Therefore it didn't have much of an input in the neighborhood.

In the future any ideals that the University might have should be brought to the community first, or see what the community's needs are and make a project for such needs.

I also feel that we should have had more training before we were sent out in the community to work with the families.

I found out that the families we were dealing with, had other problems besides Home Management and Consumer Education, we tried to help out in the areas, that was of more concern to the individual family, then we covered Consumer Education.

Out of the past two and a half years to me the only training we had that was to some advantage to me was the Leadership course which, I feel should have been one of the first things, that should have been taught us as Family Assistants. I have gained some knowledge from this training . It has shown me how to appreciate my fellow man and how to help out in my community which is one of my goals.

Rosalie Waithe

As a Family Assistant of this project I must say that the eight weeks training was helpful to me as a person and as a family assistant, but it would have been much better if we had had more training in Home Management and Consumer Education.

It gave me information that as a homemaker I had no knowledge of, in Home Management and Consumer Ecucation and particularly in the area of consumer protection.

Most of this information was passed on to families I worked with, as very few people in our community are aware of their rights as a consumer.

I have gained some knowledge and with what I had before I was able to go out in the field and to work with families. On my first day out I was scared but a staff member, Miss Small, was with me and we went from door-to-door knocking and explaining about the program; she did it so nicely that the families let us in and we talked as friends, so it was easy after the first visit to gain their confidence.

I have helped families with personal problems on many occasions and provided them with moral support.

With more training I would be more prepared in certain areas like child care and would be able to help families better.

This program has helped many families in this community in solving their problems such as legal, medical, and others.

We taught the homemakers to sew; knit; decorate; and cook many foreign dishes; how to do comparison shopping and budgeting.

The training with Mr. Harold Jones was great; he taught us new techniques in solving problems and he explained everything so clearly. He taught us about interviewing, and how to act when being interviewed and many other things. This project could be improved by having more of this kind of training so that the staff members can be of service in this community, for they will know the needs of the community and will be able to serve them better.

Sadie Weems

As a Family Assistant of the Cornell-OEO Project, the training was very helpful because I learned things I didn't know and things I did.

However, when I went out into the community I found that there were more important problems than Consumer Education and Home Management.

I came upon housing, medical and personal problems. These problems I had no training for, so it was very difficult to deal with them effectively. I did the best I could with these.

I believe the families I worked with benefitted from the project, because they learned what I learned in Home Management and Consumer Education and also, information I could get for them.

I would not say that the project was a complete flop, but it could have been designed to better meet the needs of this community. Had this project been a multi-project it would have met all the needs of the community and been an A-1 program.

The leadership training, although it was good, should have been presented at the beginning of the project because the material was very useful and would have been very good in helping us to deal with our families' situations in a better way. I hope, however, that I will be able to use this knowledge in the future.

Merian Wigfall

Cornell came to South Brooklyn to teach the families about Consumer Education and Home Economics. I was selected as one of the ladies to participate in the program. In the eight weeks of training we were taught some of the important things to look for when shopping for food, appliances, and other articles. In the food line, we were told always to look at the contents of items listed on a can or a package of frozen food, because whatever you think you are purchasing is not always there. Sometimes you get less; and some appliances don't come with a warranty or guarantee you are promised when you purchase the appliance. We were told to always read the small writing in guarantees and contracts; and also, what to look for when buying clothing and shoes and how to recognize good quality and bad quality.

The training was good, but it was not geared to the immediate needs of South Brooklyn. When we went into the homes, we found that the families had problems they considered more important than Consumer Education and Home Economics. They asked if we could be of help in these areas. We had to oblige; then we would teach them about Consumer Education and Home Management. We discussed this with our Group Workers, and were given the okay to go ahead with the problems and tell them about the services that were available to them in the community and surrounding areas. After this we worked with them in the areas we set out to do, teaching them how to rearrange and decorate their homes inexpensively and how to prepare simple meals.

I feel that if Cornell had come into the community and talked to some of the residents and inquired about some of the needs of the community the program would have been very successful. As it was, the input was great but not as successful as it could have been.

I feel that the leadership training we received at the end of the program should have been the first training to be given. These training sessions taught us more than we learned throughout the entire program. We had a very understanding teacher; he always asked if everyone understood what was being said, if not he would try to explain it in such a way that everyone could understand. He explained ways and techniques of dealing with people. This is what we needed when we went out into the community, knocking on doors and going into the families' homes.

Violet Wilks

The eight week training should have been longer and broader in scope. This would have better prepared us to more effectively deal with the problems of our families. The Home Management and Consumer Education training did not carry us far enough because our families' problems lay outside this boundary.

I helped in trying to solve problems dealing with housing, social services (welfare) etc.... I found that once a family managed to solve at least one of these types of problems, I was in a better position to relate on a home management and consumer education level. However, this did not happen often enough for me to feel that I had really helped meet a pressing need. I was not well enough prepared to deal with these kinds of situations, and with the various agencies (people) involved.

I was able to help some of my families spend their money in a wiser way, plan meals and even help in decorating households.

Personally I have gained from this project. It helped me to arrange my household and I learned to prepare new recipes at a lower cost.

The leadership training was also very helpful to me, but I think more would have been gained if we had this course at the very beginning of this project. The training helped me because it showed me better ways of relating and confronting people in positions that affect this community.

I feel that the project would have served itself better if it had concerned itself with the pressing needs of the families and the community.

Jessie Williams

I found that my job with Cornell has given me a better insight into our Community and its problems. The problems to which I refer are housing, health care, and nutrition.

New York City like many other large cities today has a desperate need for more adequate housing. I never even imagined what deplorable conditions people have to live in and have no choice due to their financial conditions. (Low and lower middle income.) The average family has five or more children which makes it even harder to set up livable conditions in the apartment they have to take due to lack of space. Another factor contributing to poor housing is the slum lord, who neglects the home he owns but does not by any means neglect to collect the rent from his tenants who are the victims of circumstances.

A great deal of people in our community are not aware of the health services offered to them through the city. By having Health Fairs a great deal of people who wouldn't have gone for any tests or check-ups, otherwise were cared for. Those people then, learn of other health services offered, and usually pass it to their friends and relatives.

Through the nutrition program we were able to advise people who were limited to certain amount of money for food, how to get more in the grocery store for their money and better nutrition meals for that same dollar.

Through this program I think I am better equipped to handle a certain amount of problems that are dominant in our community.

Through the training I received at Cornell-OEO I learned a great deal on Nutrition, how to deal with people and educating the consumer.

The impact of the program on the Community I think was worthwhile because the Community benefitted from various areas that Cornell taught through trainee work in the neighborhood.

I think the program should be continued because without a program like this, a great deal of people in the community go on without any knowledge or help with their health benefits roles as consumer or in their basic rights as citizens.

Through the program these people became more knowledgeable and then are able to help themselves and their families.

Mary Williams

The eight weeks of training from Cornell-OEO was very good in some ways but could have been better in others.

It was good in one particular way and that was it trained the people from the immediate community how to be family assistants.

The advantage of that was, the people of the immediate community knew more about the community than people from the outside, and also it let people in the community know someone cared and was interested in them and their welfare.

It would have helped more if the "leadership" training we got last would have been first. The "leadership" training we got would have enabled the family assistants to project the need of what we were trying to tell families more effectively.

What frustrated me most in dealing with families was contacting outside sources for the families. Most of my families were "Senior Citizens," and quite a number of times it appeared that outside sources were not interested in the Senior Citizens' problems. For example, I was working with a man and his wife, both Senior Citizens, and both were very, very disabled and lived in a rat and roach infested apartment; but in no way at all could I, even with my group workers, help them get an apartment or accepted into the projects. This is one of the things that really frustrated me most of all.

I feel that some parts of the community were not ready for the type of training we were giving. For example, we were teaching them how to make storage boxes out of cardboard boxes and cover with "contact material," but they didn't have a decent apartment to put them in.

The training I have received from Cornell-OEO has helped me enormously with the people I was trained by, the people I was trained with, and the people I worked with on the outside.

Even as a Senior Citizen I learned more about my immediate community while with Cornell-OEO than I had learned in almost thirty years. I learned to help my neighbor without having money.

There were so many ways in which Cornell-OEO helped me that I could never count them. It was a "God sent" project.

I wish you great success in your next project.

BIOGRAPHICAL SKETCHES:

PERSONNEL OF CORNELL-OEO PROJECT IN SOUTH BROOKLYN

Key Staff

Albert Harris, Jr., is Project Director. Before joining Cornell-OEO Project, Mr. Harris held administrative posts with Colony-South Brooklyn Neighborhood Houses and with the Job Corps, National Park Service. Mr. Harris, a graduate of Cheyney State College near Philadelphia, is president of the South Brooklyn Interagency Council. He is also chairman of South Brooklyn Vendor Company which contracts with Department of Social Service to provide housekeeping specialists to families needing services. Mr. Harris has three children and lives in Newark, New Jersey.

Suzanne Matsen is Assistant Director for the Training-Service component, and Assistant Professor of Cooperative Extension, New York State College of Human Ecology. A native of Washington State, she holds home economics degrees from Washington State and Oregon State Universities, and has been employed as a home economist in secondary education, business and Cooperative Extension. Active in home economics and consumer organizations, she has served on consumer education committees of the Greater New York Consumer Assembly.

Dorothy Small has been with the project since its inception. She was first employed as a Group Worker and later became Research Associate responsible for coordinating research evaluation efforts between Ithaca and Brooklyn. Miss Small is a native of Panama. Her graduate studies are concerned with the field of education and she has been active in concerned educational groups in the South Brooklyn community.

Santia Ruiz-Medina joined the project as a home economist in October of 1969. A native of Ponce, Puerto Rico, she first came to New York to study at the New York Institute of Dietetics. Following an internship at St. Joseph's Hospital in Patterson, New Jersey, she worked as Assistant Dietician for a number of years at St. James Hospital in Newark. During this time Miss Ruiz attended New York University, enrolling in the home economics program with special emphasis in nutrition. She then returned to Puerto Rico where she attended the University and received a B.S. in Home Economics. Following graduation she worked with a Cooperative Extension program in Ponce where she helped teach rural families about nutrition. Miss Ruiz enjoys gardening and likes to read and sew.

Les Wright joined Cornell-OEO Project as Group Worker in March, 1970 and held responsibility for the community work of Groups 3 and 4 Family Assistants. He was instrumental in initiating and planning the community leadership training program conducted by the project January - May, 1971. He conducted one of the two training sessions. Prior to joining the project, Mr. Wright was employed by New York New Careerists, affiliated with New York University, as a leadership trainer. He attends Rutgers University and plans to obtain a B.A. in Sociology. A native of New York, Mr. Wright has one child and lives in Newark, New Jersey.

Key Staff (continued)

Glauco Castillo joined the project in July of 1970 as a Group Worker. A native of the Dominican Republic, Mr. Castillo has attended Fordham University. He was married in October 1970; he and his wife live in the Bronx.

Harold Jones joined the project staff in January 1971 as community leadership trainer. A native of Detroit, he graduated from Central Michigan State College in Business Administration. Mr. Jones conducted one of the two community leadership training sessions, and was responsible for the evaluation and follow-up training. In addition to his duties with the project, Mr. Jones is employed by the New York City Urban Action Taskforce where he is responsible for improving relations between community residents and city government. Mr. Jones organized and was responsible for a city-wide "Neighborhood in Action" conference for over 1,000 community residents who attended workshops on education, child care, consumer programs, housing, narcotics, etc. Prior to his present position, Mr. Jones was employed by Odyssey House in drug addict rehabilitation. He and his family live in Brooklyn.

Clerical and Custodial

Mrs. Leyla Ocasio is office secretary for Mr. Harris at 85 Hoyt Street. She is a native of Puerto Rico. She has one daughter. Active in Puerto Rican independence movement, Mrs. Ocasio enjoys reading and photography.

Mrs. Betty Shaw is a clerk-typist from 9 - 1 pm. at the demonstration-teaching apartment at 185 Nevins. She has two boys, ages four and six. Mrs. Shaw has lived in the neighborhood for 24 years and now resides in Wyckoff Gardens. She enjoys doing things around the house like fixing and painting old pieces of furniture.

Mrs. Barbara Taylor has been employed as clerk-typist from 1 - 5 pm. at the demonstration-teaching apartment since September, 1970. She also serves as recording secretary for the Interagency Council. Mrs. Taylor lives in Wyckoff Gardens with her three children, and is active in community concerns and activities.

Thomas Greene has been employed by Cornell-OEO Project as custodian since the project first began. A resident of Gowanus Houses, Mr. Greene is president of Gowanus Tenants Association and a member of South Brooklyn Community Corporation Board of Directors. It can truly be said that if you want to know what's going on in the community, just ask Mr. Greene!

Family Assistants

Mrs. Maria Felicie Bess joined the Cornell-OEO Project as a family assistant trainee in October, 1969. Mrs. Bess lives in Wyckoff Gardens and has three children, ages seven, eight, and nine. A native of Puerto Rico, Mrs. Bess has enjoyed helping families solve their problems. She was a member of the sewing group where she helped people learn to knit and crochet -- at which she is very talented.

Mrs. Carmen Betty, a member of the project since June, 1969, is a native of Panama. She lives in Wyckoff Gardens and is the mother of three children -- boys, ages eight and fourteen and a daughter, age nine. In 1968-69 she was a volunteer worker at P.S. 38. Mrs. Betty has been an active member of the community leadership program and is interested and concerned in helping solve community problems. In the project, Mrs. Betty participated in the cooking demonstrations. She enjoys sewing and caring for her home.

Mrs. Rosemary Colding left the project in March, 1971 to join the South Brooklyn Nutrition Education Program. Mrs. Colding lives in Wyckoff Gardens and has nine children -- boys, ages two, three, eight, and thirteen and girls, ages three, six, ten, and eleven. A native of England, Mrs. Colding participated in the cooking workshop. While with the project she assumed leadership for several program activities.

Mrs. Jessie Danzy lives in the community on Dean Street. Since most of her family is now grown, she finds more time to participate in community activities -- such as the YWCA program. She is interested and concerned with housing problems. She joined the project in October, 1969 and later participated in the sewing workshop where she helped teach crocheting and also made many items for the home.

Mrs. Florence Enrique lives in the community on Bergen Street. She has a son, age nine. Prior to joining the Cornell-OEO Project in June, 1969, Mrs. Enrique worked for several years as a community worker with the Warren Street Community Center where she also participated in their leadership program. She has been enrolled in a two-year early childhood education program at New York City Community College. In June she completed this program and plans to continue at Baruch College in the fall. She hopes to become a teacher or a child welfare worker.

Mrs. Julia Fernandez lives in the community on State Street. She has a daughter ten years old. A native of Cuba, Mrs. Fernandez joined the project in March, 1970. She participated in the workshops sponsored by the project. Mrs. Fernandez has also been employed as a waitress in a local restaurant.

Mrs. Carmen Guadalupe lives in Gowanus Houses. The mother of four children, she joined the project in March, 1970. A native of Puerto Rico, Mrs. Guadalupe participated in the furniture refinishing and home decoration workshop. She enjoys working in and fixing up her home.

Mrs. Julia Gonzalez lived in Gowanus Houses for ten years. She has six children, ages 9, 11, 16, 17, 18, and 20. A native of Puerto Rico, Mrs. Gonzalez joined the Cornell-OEO Project in June, 1969. She is a member of St. Agnes Catholic Church and belongs to the PTA. Mrs. Gonzales participated in the community sewing workshop sponsored by the project. She enjoys sewing, knitting, and crocheting.

Mrs. Gloria Harewood lives in Wyckoff Gardens. She has three children, ages 4, 6½, and 12. She is active in the Wyckoff Tenants Association having served as corresponding secretary. She joined the project in March, 1969. She is a talented seamstress and makes many furnishings for her home.

Mrs. Patricia Herbert lives in Gowanus Houses with her four children -- two boys, ages 10 and 13 and two girls, ages 7 and 12. She was active in the project's cooking demonstrations and community leadership training program. A member of the project since October, 1969, Mrs. Herbert is active in the Colony House Mothers Club. She has also served as cub scout den mother. She belongs to the Rosarian Society of St. Agnes Catholic Church.

Mrs. Gladys Lee lives in Gowanus Houses. She has three children at home, ages 12, 16, and 21. She was active in the community sewing workshop sponsored by the project and left the program in March, 1971 to join the South Brooklyn Nutrition Education Program.

Mrs. Phyllis Morgenlander lives in Wyckoff Gardens. She has four children -- sons, ages 6, 9, and 5½ and a daughter, age 2. Mrs. Morgenlander is active in the Tenant Association having served as building captain; and P.S. 38 Parent Association and Parents Lounge, a program primarily for mothers of kindergarten children in nearby P.S. 38. During the 1968 summer, Mrs. Morgenlander worked in the day camp program at Wyckoff Community Center. In the Cornell-OEO Project she participated in the home furnishing workshop and has been concerned with local school problems.

Mrs. Janet Ocean lives in Gowanus Houses. She has a married daughter and a high school age son at home. She has been active in Consumers Club and Cuyler-Warren Street Community Church activities. She works mornings as a school aide at P.S. 32. Mrs. Ocean has held major responsibility for the evening community sewing classes sponsored by the project. After the project's closing, she was to be employed by the Consumer Action Program at the church to continue and expand the sewing workshop program.

Mrs. Louise Reid lives in Gowanus Houses with her three children -- ages 8, 11, and 13. Mrs. Reid is involved in community activities of St. Agnes Catholic Church, Tenant Association, and others. She joined the project in March, 1969 and left in March, 1971 to join the South Brooklyn Nutrition Education Program. While with the project she was a teacher in the evening sewing classes.

Mrs. Saundra Rivera lives in the community on State Street. She has two active daughters, ages 5 and 7. Mrs. Rivera is active in the Mothers Club of Colony House and the community Planning Commission. She was originally employed with the project as a clerk-typist; when a vacancy in the training class opened, she asked to participate in the program as a trainee. During this past year Mrs. Rivera has been enrolled in a caseworker aide training program at the New School of Social Research. She hopes to continue with the educational program.

Mrs. Ramona Rodriguez lives in Gowanus Houses. She has been with the Cornell-OEO Project since June, 1969. She has five sons -- ages 13, 14, 15, 16, and 19. A native of Puerto Rico, Mrs. Rodriguez worked in the community helping with voter registration in 1968. She belongs to the PTA and St. Paul's Catholic Church. Mrs. Rodriguez participated in the cooking demonstrations sponsored by the project.

Mrs. Shirley Skinner joined the project in June, 1969. She lives in the community on Park Place and has four children -- 6, 8, 10, and 11 years old. Mrs. Skinner has been active in the Mothers Club at Colony House, the community settlement house which is an umbrella agency for many of the programs in the area. In the Cornell-OEO Project she participated in the cooking demonstrations.

Mrs. Eugenia Soto lives in Gowanus Houses. A native of Puerto Rico, she has lived in New York City about ten years. Mrs. Soto's son, aged 16, has recently joined the Job Corps and is now in auto mechanics school in Indiana. Mrs. Soto joined the Cornell-OEO Project in October, 1969 and participated in the furniture refinishing-home furnishing workshop last year.

Mrs. Cora Spears lives in Gowanus Houses and has two children -- ages 17 and 18. She is very active in community programs and has worked with the youth program in Gowanus Community Center during several summers. Mrs. Spears left the project in March, 1971 to join the South Brooklyn Nutrition Education Program. While with the project she assisted as a teacher in the evening sewing classes.

Mrs. Jean Sutherland lives in Gowanus Houses. She is the mother of six children -- ages 8, 9, 12, 15, 19, and 22. She is very active in South Brooklyn community programs, particularly education committees, the South Brooklyn Community Corporation Board of Directors, YWCA Board of Directors, and Colony House Board of Directors. She teaches a sewing class for mothers at Colony House. Mrs. Sutherland attended and participated in an urban sociology conference in Washington, D.C. in early 1971 at the request of Cornell University faculty.

Mrs. Tamami Tabb lives in Wyckoff Gardens. She joined the project in March, 1970. A native of Japan and a mathematics major in the university there, Mrs. Tabb has switched her major to home and five children -- boys, ages 4, 5, and 7 and girls, ages 8 and 9. Mrs. Tabb participated in the cooking workshop sponsored by the project. She helps Mrs. Sutherland teach a sewing class at Colony House Mothers Club on Tuesday mornings.

Mrs. Annie Talley lived in Gowanus Houses until she moved out of the community about a year ago. She has two children and two grandchildren who live with her. Mrs. Talley joined the project in March, 1970 and left in March, 1971 to become a nutrition aide in the South Brooklyn Nutrition Education Program. Mrs. Talley attended the urban sociology conference in Washington, D.C. in January, 1971 along with Mrs. Sutherland.

Mrs. Sonia Velez lives in Wyckoff Gardens. She has two sons, ages 6 and 9. She has been active in Wyckoff Tenants Association, having served as treasurer. During the summer of 1968 she worked at Community Center with small children. Mrs. Velez joined the project in March, 1969 and participated in the project's cooking demonstrations for the community. She enjoys sewing.

Mrs. Rosalie Waithe lived until recently in the community on St. Marks Place. She has three children, ages 22, 20, and 18; she has one grandchild. Mrs. Waithe is a native of Panama and joined the project in March, 1969. She was a member of the community sewing workshop.

Mrs. Sadie Weems and her three children, ages 6, 7, and 8, live in Wyckoff Gardens. She is active in the Colony House Mothers Club and served as the first president of C.H.I.L.D., a day care center and program at Colony House. She is now president of the sponsoring organization. She is also a member of the Gowanus-Boerum Hill Housing Association.

Mrs. Merian Wigfall lives in Wyckoff Gardens. She has a son, age 13 and a daughter, age 6. She is active in the Tenants Association and Wyckoff Community Center where she has had responsibility for a recreational program for teenage girls. Mrs. Wigfall was chairman of the sewing committee which sponsored a sewing workshop for women in the community. She testified as a consumer and Cornell-OEO Project representative at the Federal Trade Commission hearings in New York in June on elimination of the holder-in-due course doctrine.

Mrs. Violet Wilks lived on Nevins Street until this past year. She had lived in this community for over 30 years and was forced to move when the apartment building in which she and her six children, ages 8, 15, 16, 17, 18, and 20, lived was sold. She is a member of the Gowanus-Boerum Hill Housing Association. She was a member of the project's sewing workshop.

Mrs. Jessie Williams has lived in Wyckoff Gardens since it was first built, about five years ago. She is the mother of a married daughter, a 17-year old daughter, and a 9-year old son. She is active in community organizations, particularly the Tenants Association. Mrs. Williams joined the project in March, 1970. She participated in the cooking workshops and has been active in the community leadership training program.

Mrs. Mary Williams is the project "teenager." At 65 years of age, she continues to be active and concerned. She lives in the community on Bergen Street. Mrs. Williams is very active in auxiliaries of the Bethel Baptist Church, and is a member of the Senior Citizen group at Wyckoff Gardens Community Center. She has become an enthusiastic furniture refinisher. She enjoys writing poetry and short stories in her spare time.

Mrs. Mary Wood was one of our livewires. She was a member of the Cornell-OEO Project from March, 1970 to March, 1971 when she joined the South Brooklyn Nutrition Education Program. She has since left the nutrition program because of personal and family concerns. Mrs. Wood lives in the community on Bergen Street and has four children -- boys, ages 14 and 16 and girls, ages 8 and 18. Mrs. Wood participated in the sewing workshop sponsored by the project and was an enthusiastic teacher in the evening sessions.

Family Assistants Who Left the Project Prior to March 1, 1970

Mrs. Jinette Bartch lives on Sixth Avenue in Brooklyn. She was a staff member from October, 1969 to December, 1970 when she left to have a baby -- a son. Mrs. Bartch is a native of South America (Equador) and has lived in New York for about five years. She likes to crochet and was active in the sewing workshop where she helped teach crocheting.

Mrs. Sandra Carter Boyd was a member of the Cornell-OEO Project from March to November, 1970 when she left because of ill health and family concerns. Mrs. Boyd was a creative member of the furniture refinishing-home furnishings workshop. She lives in Gowanus Houses.

Mrs. Martha Huntley joined the project in March, 1971. She did not return from summer leave during which she worked in youth program at Colony House. Mrs. Huntley lives on Bergen Street with her large family. She is active in the Mothers Club at Colony House.

Mrs. Cora Little is a resident of Gowanus Houses. She was with the project from October, 1969 to December, 1970 when she left to give birth to a daughter. Mrs. Little was also active in the Mothers Club at Colony House. She participated in the cooking demonstrations while with the project.

Mrs. Emily Shambley lives in Wyckoff Gardens. She was a part of Cornell-OEO Project from October, 1969 to May, 1970 when she left to take a full-time clerical position with the NYC Department of Social Services. Mrs. Shambley is active in the Tenants Association.